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ABSTRACT

The Elementary and Secondary Education Act Title I evaluations submitted by local education agencies to the Virginia Department of Education are compiled in this report to summarize statewide Title I implementation during the 1977-78 school year and summer. An overall summary of Title I programs is presented in narrative form, as are descriptions of the State's involvement in program development, implementation, and evaluation. Most of the report consists of tables and graphs of data which provide composite pictures of program characteristics, operations, and evaluations. (MK)

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TITLE I *in Action*

EVALUATION SUMMARY DATA

1977-78
REGULAR SESSION

1978
SUMMER SESSION

VIRGINIA

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Commonwealth of Virginia
Richmond, Virginia 23216

May 1979

EVALUATION SUMMARY DATA

1977-78
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VIRGINIA

This evaluation report pertains to compensatory education of educationally deprived children from economically deprived communities. Other Title I programs are reported separately.

Dr. W. E. Campbell
Superintendent of Public Instruction

Robert W. Sparks
Director, Title I

E. W. Newell
Supervisor, Title I Evaluation

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PREFACE

The Elementary and Secondary Education Act of P. L. 89-10, as amended requires that an evaluation report be made annually by each local educational agency (LEA). The Department of Education has the overall responsibility for establishing the procedures to be followed in evaluating and reporting on local Title I projects.

The information contained in this publication is taken from reports submitted by LEAs. One of the positive benefits of the evaluation is the opportunity it provides for each LEA to examine the strengths and weaknesses of its Title I program. This assessment helps direct the program toward meeting the needs of students more adequately.

The evaluation instrument, when properly used, helps to provide insight into the trends of Title I projects in Virginia. It also enables the State Education Agency (SEA) to provide guidance to help meet the needs of Title I students enrolled in public schools in Virginia.

SUMMARY

Reports of evaluation of Title I programs conducted by local school divisions during the 1977-78 school year have been reviewed by the staff of the Title I office of Department of Education. Some conclusions follow:

ADMINISTRATION

During 1977-78 the number of students enrolled in regular Title I programs increased nearly 5,000 above the figure for the previous year while the number enrolled in summer school programs decreased by about the same number. The cost per pupil remained about the same as last year.

Enrollment in Title I classes was concentrated in grades 1 through 5. About 75 percent of all Title I students were in these grades. In summer programs, enrollment in pre-kindergarten, kindergarten, and grade I classes decreased, but in grades 6, 8, and 9 enrollment increased over last year.

Since the Title I program was initiated in Virginia about 12 years ago, enrollment in Title I programs has been divided almost equally between white and black students.

Parent involvement continues to increase. This fact is reflected in the number of parents who visited Title I classrooms and those who held conferences with teachers. Of 593 objectives established for parent involvement, 546 were accomplished; these figures compared with 562 and 497, respectively, during 1976-77.

The decline in number of teachers, other educators, and teacher aides who participated continued. Expenditures for in-service education decreased by approximately 6 percent when compared with expenditures during the previous year.

During the last 5 years the average size of Title I classes has decreased from 16 to 13 students, while the size of non-Title I classes has remained at about 25.

Of the factors that contributed most toward accomplishing Title I objectives, use of teacher aides had ranked number one for six years prior to 1976-77. During 1976-77, however, it slipped to second place and use of supplies and equipment became number one. For 1977-78, use of teacher aides regained its number 1 ranking.

For 1977-78, as has been the case for the past several years, school divisions listed inadequate skill development in reading and mathematics as the priority concerns of the Title I programs.

READING

The number of students participating in regular Title I reading and communication skills activities continued to increase, as it has for the past 4 years. On the other hand, there was a considerable increase in pre-kindergarten and kindergarten enrollment.

Approximately 30,000 students enrolled in the Title I reading program in grades 1 through grade 8 were pretested and post tested using the California, Metropolitan and Stanford achievement tests. (The prin-

cipal tests used to asses the achievement of students in Title I programs). The mean gain in months, per month of instruction, as determined by these tests was .86. Gains in the primary grades were slightly higher than those in the elementary grades.

Comparable data indicate that eligible Title I pupils gain about .68 grade equivalent when not enrolled in Title I reading programs. Title I participants, on the average, gained nearly two months more in grade equivalent than would have been expected had they not participated in Title I reading programs.

MATHEMATICS

Students enrolled in Title I mathematics projects were tested in the same manner as those in the reading projects. The same three tests were used and the results were calculated in the same manner.

Over 15,000 students who participated in the Title I mathematics program, in grades 1 through 8, were given pretests and post tests. The mean gain in month of achievement, per month of instruction, averaged 1.2 during the regular session.

Comparable data indicate these students would have been expected to gain about .72 months in grade equivalent per month of instruction prior to enrollment in Title I mathematics programs. Their mean gains, as determined by the standardized tests, indicate they gained about five months more in grade equivalent than they would have been expected to gain had they not been enrolled in the Title I mathematics program.

COMMENT

This year, for the first time, nearly 40 LEAs in Virginia voluntarily elected to use one of the proposed evaluation models. Each of these models portrays student educational gains by Title I in the form of normal curve equivalents. These data are found on the last page.

Virginia's Title I programs are funded by the Elementary and Secondary Education Act of 1965 P. L. 89-10, as amended. Federal funds are provided for compensatory educational programs for children living in low-income communities. Programs also are provided for children of migrant agricultural and fishery workers, children in state-supported institutions, and for the handicapped and delinquent.

During 1977-78 Virginia received $49,799,001 which was allocated as follows:

For children of low-income families	$45,260,963.
For children in state-supported schools for the handicapped	2,318,117.
For children in state-supported schools for the delinquent	549,688.
For state-supported adult correctional institutions	398,257.
For children of migrant agriculture workers	778,917.
For administration	493,059.

This evaluation report covers programs conducted for children of low-income families. Other Title I funded programs are evaluated separately.

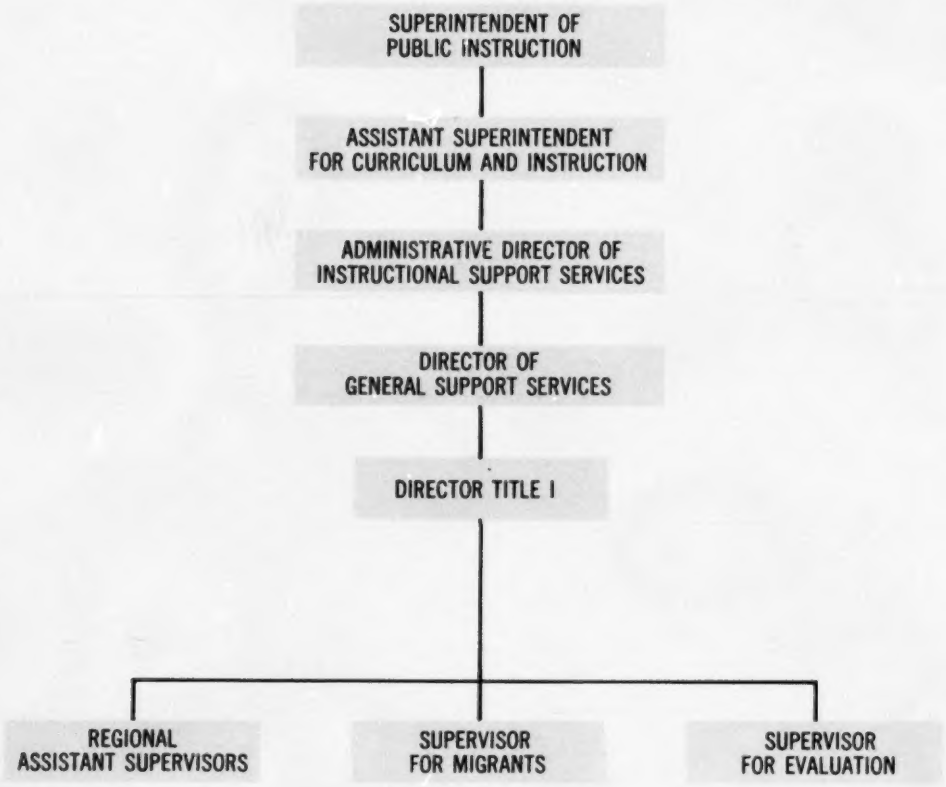
Each local education agency that receives Title I funds must submit an application for a grant. Separate applications are submitted for programs within the regular school year and those to be conducted during the summer. About one-fourth of the 140 LEAs in Virginia have both regular and summer Title I programs.

LEA applications for regular and summer programs must include needs assessments of students who are to participate, an explanation of programs to be implemented, and the evaluation design that will be used to measure their effectiveness. Increased emphasis continues to be placed on reading and mathematics.

The evaluation design usually includes the use of standardized as well as criterion-referenced tests for a pre and post testing.

The criterion referenced tests reflect the extent of skills mastered and bring into clearer focus deficiencies that need corrective action.

Present
Title I Organizational Structure


SUPERINTENDENT OF PUBLIC INSTRUCTION
ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION
ADMINISTRATIVE DIRECTOR OF INSTRUCTIONAL SUPPORT SERVICES
DIRECTOR OF GENERAL SUPPORT SERVICES
DIRECTOR TITLE I
REGIONAL ASSISTANT SUPERVISORS
SUPERVISOR FOR MIGRANTS
SUPERVISOR FOR EVALUATION

SEA Supervision and Administration of the Title I Program

For purposes of administering Title I programs Virginia is divided into six geographical areas, each of which is supervised by an assistant supervisor who is responsible for approving LEA applications and implementing and evaluating Title I programs. Other staff personnel include a supervisor of evaluation, and a state director who is responsible to the assistant superintendent for instruction.

During 1977-78 each assistant supervisor met at least once every two months with LEAs. Also, the supervisor of migrant programs, the supervisor of evaluation, and the state director of Title I made numerous visits to assist LEAs.

The main thrust of the meetings and staff visits by supervisory personnel was to assist LEAs in five general areas:

1. **Program Planning:** This includes assistance in selecting target schools, making needs assessments, selecting appropriate program activities, establishing advisory councils, and providing general information about the program. About 20 percent of the visits related to program planning.

2. **Program Development:** This includes assisting the local coordinator in preparing the project application (including equipment list) and in budgeting and establishing process and performance objectives. About 20 percent of the visits related to this activity.

3. **Program Operation:** This includes visiting programs in operation in the classroom to observe their success and to assist in improving weaknesses, and monitoring programs for compliance with program plans. About 40 percent of the visits related to this work.

4. **Program Evaluation:** Adequate evaluation criteria must be established and appropriate measuring devices must be used before, during, and after the operation of a project to assist in the preparation of the evaluation report. About 10 percent of the visits related to evaluation.

5. **Fiscal Procedures:** These are reflected in periodic reimbursement requests that are submitted to the state, usually on a monthly basis. Each request is carefully reviewed by the area assistant supervisor and approved by the state director. Periodic visits to verify the accuracy and adequacy of the LEA's fiscal procedures are also made. About 10 percent of the visits related to these duties.

In addition to these visits, each LEA was contacted at least twice a year by the supervisor of migrant programs, the supervisor of evaluation, and the state director of Title I. Also, LEA representatives visited the state office many times during the year. In addition to the assistance provided by the SEA Title I staff, each LEA received help from supervisory personnel and specialists from other divisions of the Department of Education. These persons made 64 visits to LEAs providing technical assistance and helping to incorporate the total state educational effort.

Management By Objectives

The management by objective design has been used in all Title I programs for several years. No program is approved unless appropriate objectives have been established.

The needs assessment of all eligible children provides information necessary to develop a sound educational program and to establish appropriate performance objectives.

The achievement of performance objectives is dependent upon the coordinated efforts for administrative, instructional, and supportive personnel. This coordination is made possible by the establishment of process objectives for each person involved.

Educational accountability is measured by determining how successfully performance objectives are attained. Reasons for success or failure of students are often determined by how effectively process objectives are implemented by administrative, instructional, and supportive personnel.

A summary of LEA objectives for 1977-78 follows:

Student performance objectives	**1,194**
Administrative personnel process objectives	**2,077**
Instructional personnel process objectives	**1,269**
Supportive personnel process objectives	**445**

Comparability

A prerequisite for state approval of a local education agency's application for Title I funds is LEA compliance with the provisions of comparability. The two principal determinants of comparability are the number of children per instructional staff member and per-pupil expenditure for salaries of staff members.

A comparability report from each participating LEA is required each school year. When appropriate, this report summarized data on the number of students, the number of instructional staff members, and the salaries of the instructional staff at each Title I school. These data are compared with averages at non-Title I schools.

Nearly 99 percent of the school divisions met comparability requirements without required corrective action. In those few instances requiring such action, corrective measures usually involved the employment of additional personnel, reassignment of pupils to other schools, and an increase in state and local funds for educational materials and supplies.

Needs Assessment

In 1977-78, school divisions continued to refine their techniques and their display of needs assessment data in program applications. Determinating how effectively student needs were met by a Title I program has been a continuing concern. Better needs assessment techniques have proved vital in establishing Title I programs throughout the state.

Private Schools

A summary of private school participation during 1977-78 follows:

Number of private schools eligible to participate	151
Number of private schools participating	6

Because of conflicts between state and federal law, all of the services provided to public school students could not be provided to private school students on a comparable basis. The bypass has been implemented in a number of school divisions in the state this year.

Parent Involvement

Parents were involved with the Title I programs in the following ways:

	Number of Parents	
	1976-77	1977-78
Served on advisory council	5,163	4,422
Visited Title I classroom	14,700	15,114
Had individual conferences with teachers	21,259	22,444
Were contacted by school personnel or were visited at house	15,149	15,032
Attended parents' day activities	20,204	19,343
Volunteered to assist on field trips	3,232	2,634
Participated in other ways	29,917	28,536

Of 593 process objectives established for parent involvement, 546 were realized. These figures compared with 562 and 497, respectively, for 1976-77.

Monitoring and Auditing

As has been the case for the past several years, Virginia conducted two separate but related activities of the Title I program-monitoring and auditing. In each case, visits were made to LEAs to review Title I programs in operation.

The monitoring visits are made by teams of Title I directors who usually come from the same region as the LEA being visited. Team members are employed locally but their reports go to the state director of Title I as well as to the LEA visited.

The auditing visits usually are made by one of three staff members employed by the Department of Education in the Program Auditing Service of the Federal Programs Office, which is separate from the Title I office.

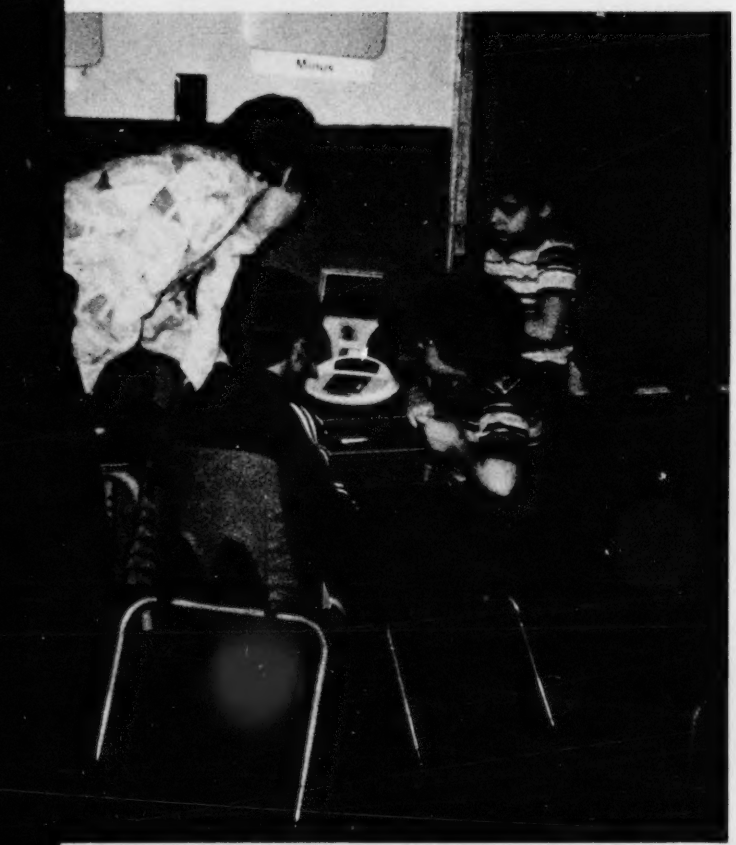
Audits were made of 32 Title I programs. Monitoring teams visited nine LEAs between July 1977 and December 1978.

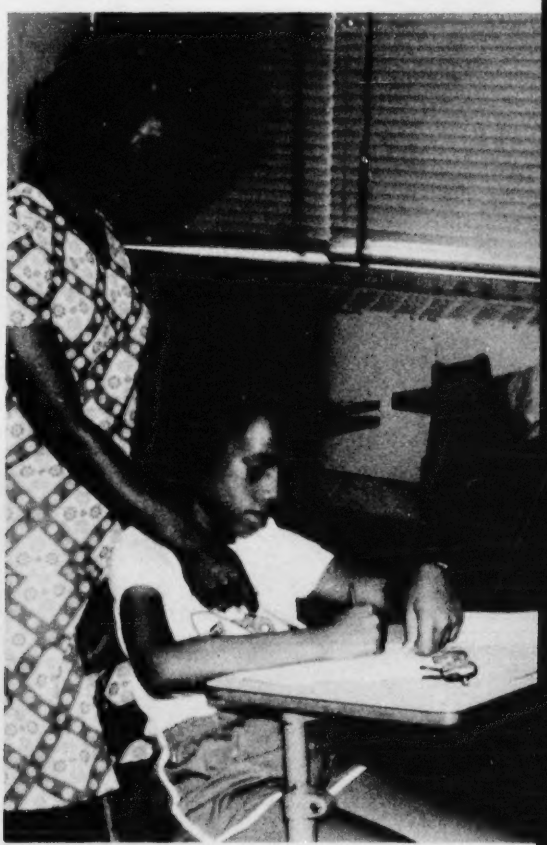
Monitoring and auditing activities are believed to have contributed significantly to the improvement of the Title I programs throughout the state.

Dissemination

A comparison with 1976-77 figures shows a slight increase in the number of media presentations and reports. There was a slight decrease in the number of process objectives established but an increase in the number of objectives accomplished.

Dissemination activities were:	Number of LEAs Participating	
1. Media and reports	1976-77	1977-1978
Newspaper articles	117	123
Radio	48	60
Television	13	11
Newsletters	79	87
Letters to parents	107	115
Formal reports to school boards, etc.	82	84
Other	38	42
2. Process objectives established	699	693
3. Process objectives accomplished	606	616





THE EXTENT OF THE TITLE I PROGRAM IN VIRGINIA FISCAL YEAR 1978

Title I programs were conducted in all local educational agencies authorized to receive Title I funds.

	1977-78
Programs Approved	167
Programs Completed	167
Number LEAs Participating	
During Regular Term Only	135
During Summer Term Only	32
During Both Regular and Summer Term	167
Number Pupils Participating	
Regular Session	100,323
Summer Session	13,053
Unduplicated Count of Pupils Participating	102,028
Cost Per Pupil	$416.40
Total funds spent in Virginia by localities	$42,484,947.98

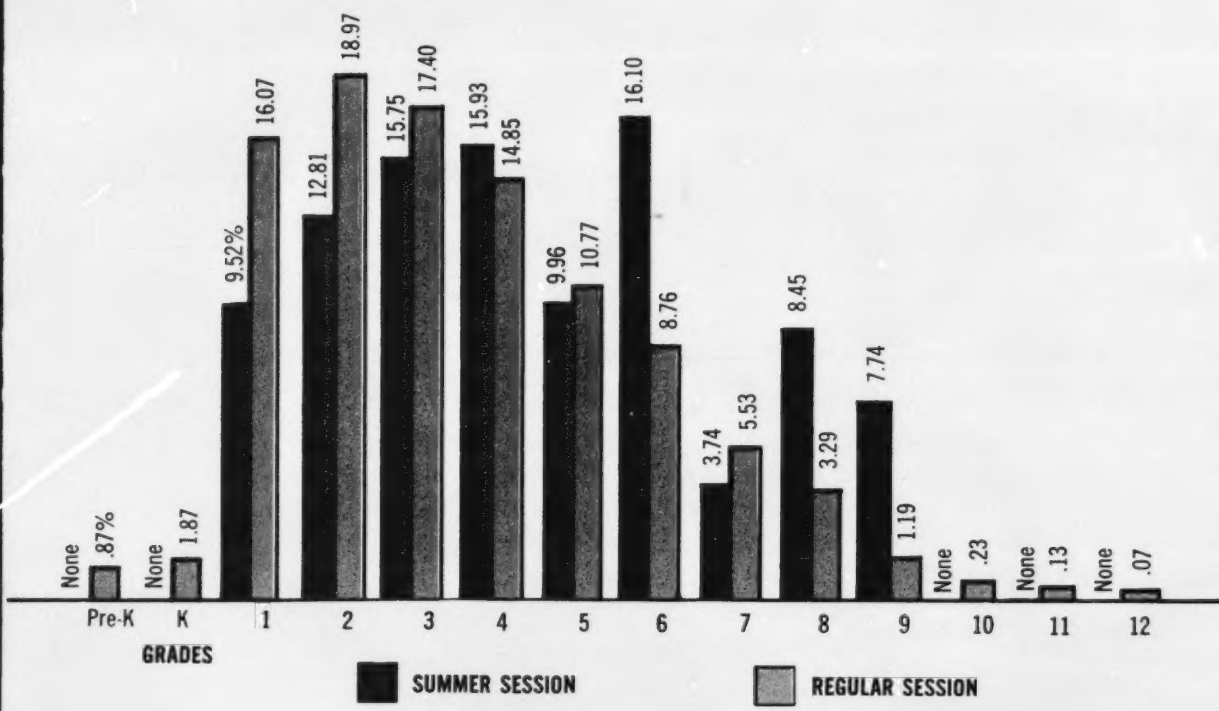
The number of students in Title I programs conducted during the regular school term increased by nearly 5,000 and the number in summer school decreased by about the same figure.

The cost per student remained about the same as that of the previous year. More funds were expended but more students participated.

PERCENT OF ENROLLMENT BY GRADES
1977-1978

Regular Session—In the 1977-78 school year, enrollment in Title I classes was concentrated in grades 1-5. More than 75 percent of all Title I students are enrolled in these grades. There were no notable increases over or decreases from those of last year.

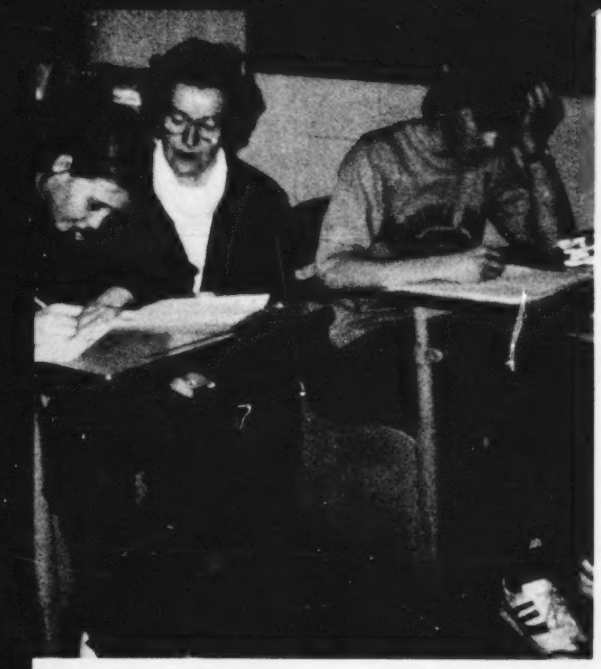
Summer Session—A decrease in enrollment in pre-kindergarten, kindergarten, and grade 1 was offset by an increase in grades 6, 8, and 9.



PERCENT OF CHILDREN ENROLLED BY ETHNIC OR RACIAL CHARACTERISTICS IN TITLE I CLASSES

	1976-1977	1977-1978
White	53.19	52.57
Black	46.06	46.48
American Indian	.18	.05
Oriental	.23	.25
Puerto Rican	.03	.03
Mexican American	.05	.25
Other	.26	.34

In 1977-78, enrollment of whites and blacks in Title I programs remained about the same as it was the previous year. However, the number of Mexican Americans and other minority ethnic groups increased noticeably.



NUMBER OF CHILDREN PARTICIPATING BY SELECTED INSTRUCTIONAL ACTIVITY

INSTRUCTIONAL ACTIVITY	REGULAR SESSION 1976-77	REGULAR SESSION 1977-78	SUMMER SESSION 1976-77	SESSION SUMMER 1977-78
Art	—	288	2,084	1,476
Cultural Enrichment	—	—	—	—
Reading/Communication Skills	75,223	76,160	13,594	10,777
Physical Education and Recreation	2,558	3,203	2,457	1,759
Industrial Arts	165	156	—	—
Mathematics	42,284	43,801	10,226	8,329
Music	—	—	1,698	233
Science	—	—	782	820
Special Activities for Handicapped	35	48	—	19
Pre-kindergarten and Kindergarten	896	2,500	2,002	1,223
English/Language Arts	6,341	5,708	—	—
English as Second Language	30	—	—	—
Other	4,503	3,126	446	—

Regular Session—The number of students in reading/communication skills and those in mathematics increased slightly over the numbers in these activities during the previous year. There were considerably more children in the pre-kindergarten and kindergarten activities. The number in industrial arts, science, and music remains small.

Summer Session—The number of students in the summer session was markedly lower this year than last in most areas of instruction. Fewer LEAs operated summer programs with Title I funds.

APPROXIMATE COST OF SELECTED TITLE I INSTRUCTIONAL ACTIVITIES REGULAR AND SUMMER SESSION 1977-1978*

ACTIVITY	TOTAL COST
English Language Arts	$ 2,297,435.12
English as Second Language	—
Reading	23,222,854.93
Industrial Arts	14,762.00
Kindergarten	224,517.36
Mathematics	10,217,657.80
Physical Education/Recreation	179,535.00
Pre-kindergarten	962,194.16
Special Education for Handicapped	17,723.11

*Costs for summer session include only reading and mathematics.

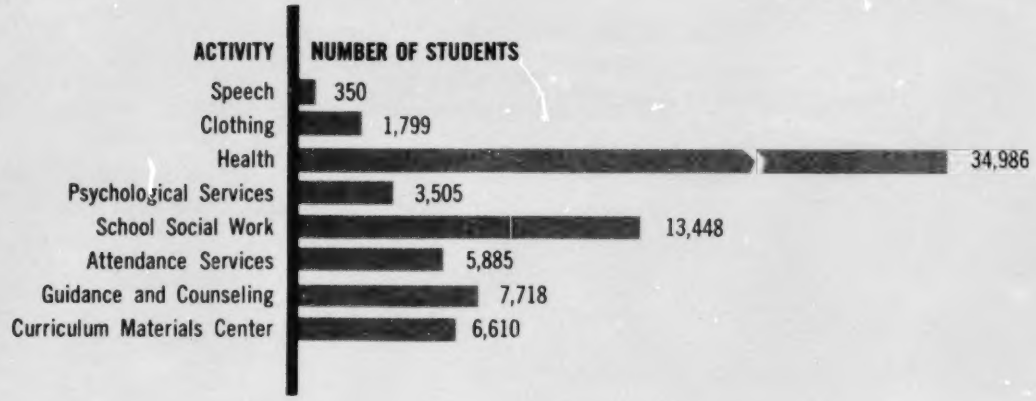
Regular and Summer Session—The trend continues to be back to the basics as evidenced in the heavy concentration of expenditures in the areas of reading and mathematics. Pre-kindergarten costs continue to show a sharp increase while costs in industrial arts and special education are decreasing.

APPROXIMATE COST OF SELECTED TITLE I SUPPORTIVE SERVICES REGULAR SESSION 1977-78

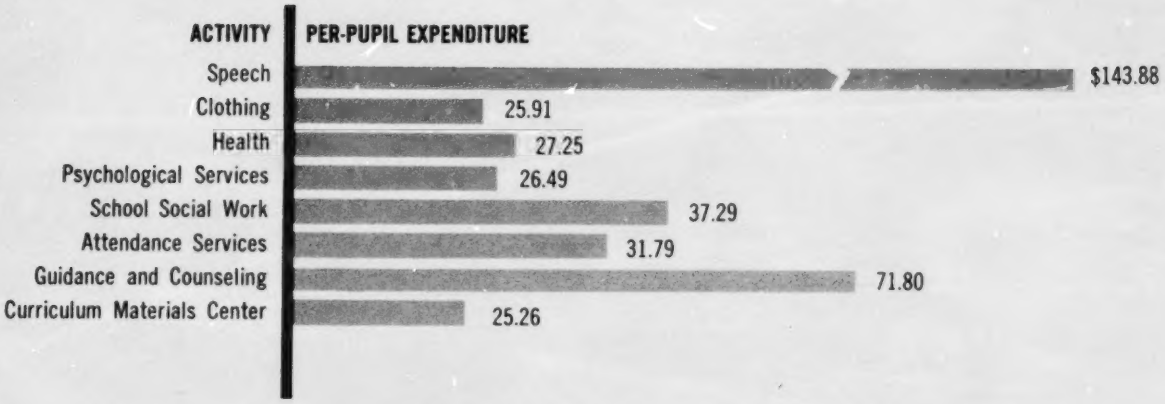
ACTIVITY	TOTAL COST
Speech	$ 50,357
Clothing	46,607
Health	953,317
Psychological Services	92,851
School Social Work	501,511
Attendance Services	187,091
Guidance and Counseling	554,163
Curriculum Materials Center	166,974

Regular Session—Concentration in those activities that contribute toward progress in basic verbal and numerical skills continued this year. Expenditures for speech therapy nearly doubled while those for psychological services increased by nearly one-half over last year's costs.

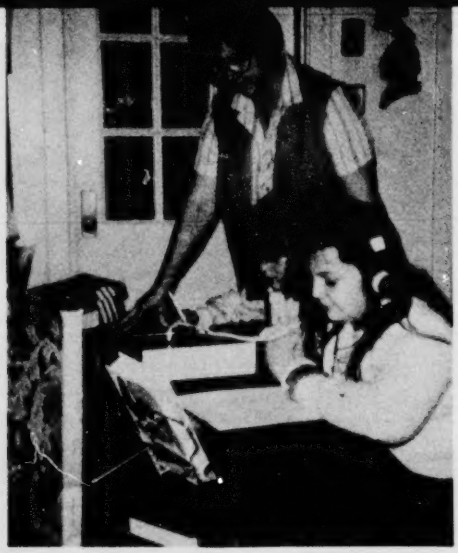
APPROXIMATE NUMBER OF TITLE I STUDENTS SERVED BY SUPPORTIVE SERVICES REGULAR SESSION 1977-78



APPROXIMATE PER-PUPIL EXPENDITURE FOR SUPPORTIVE SERVICES



Some services, such as health, reflect current rising costs while others, such as speech, psychological services, and social work show reduced per-pupil expenditures but increasing numbers served.



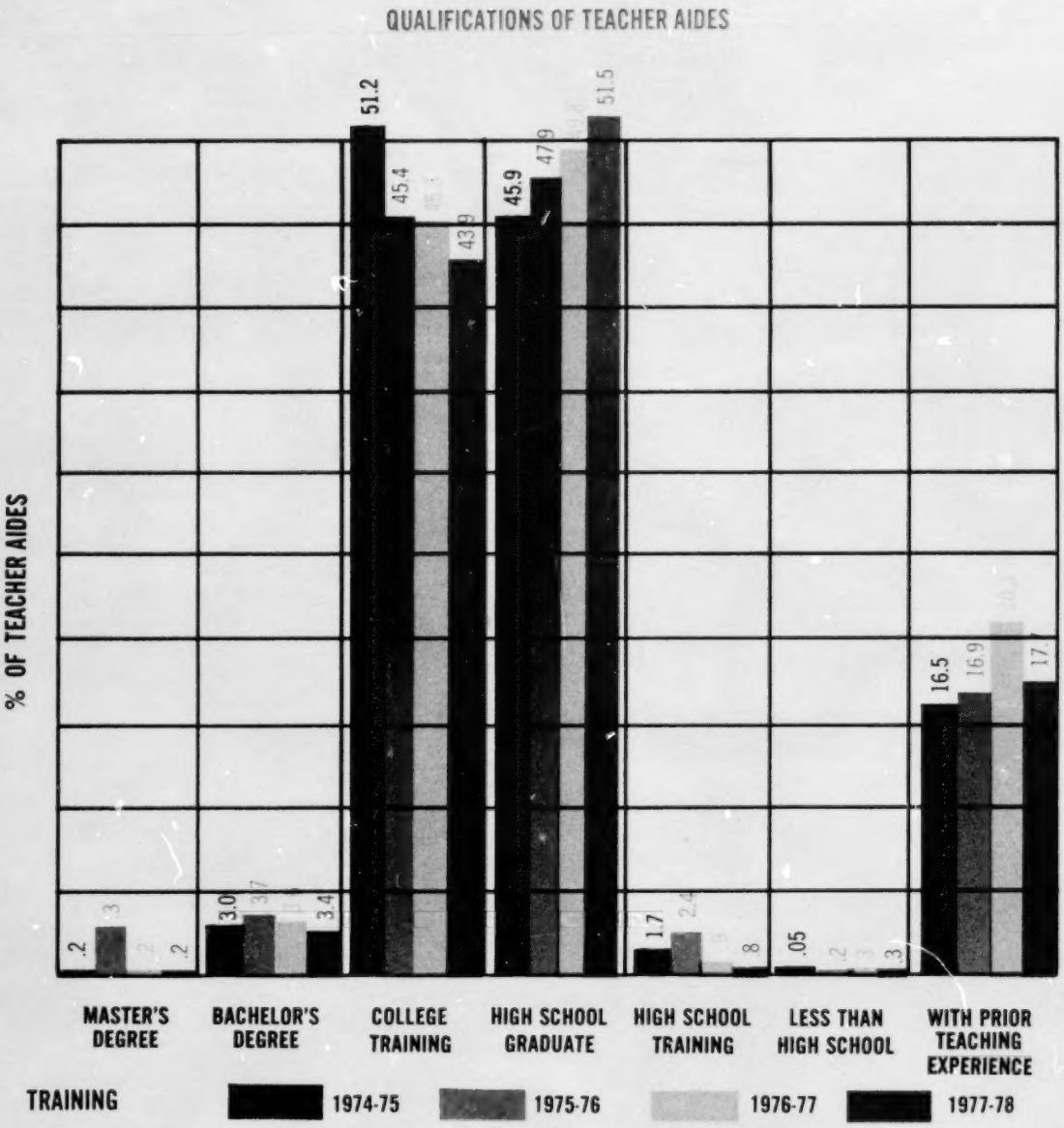
NUMBER OF STAFF POSITIONS FUNDED WITH TITLE I FUNDS AT DIVISION LEVEL FULL OR PART-TIME

POSITIONS ASSIGNED	NUMBER POSITIONS Regular	Summer*
Teachers—Pre-kindergarten	35	25
Teachers—Kindergarten	22	23
Teachers—Elementary	1,444	734
Teachers—Secondary	97	14
Teachers—Handicapped	14	16
Teachers Aides	2,313	
Librarians	3	
Library Aides	3	
Supervisors	97	
Directors and Managers	116	
Counselors	37	
Psychologists	4	
Testing Personnel	25	
Social Workers	16	
Attendance Personnel	49	
Nurses	83	
Clerical Personnel	184	
Other Professional Personnel	53	
Other Nonprofessional Personnel	61	

**Most frequently filled positions.

PERCENT OF INSTRUCTIONAL STAFF ENGAGED IN READING AND MATHEMATICS DURING THE REGULAR SESSION

Reading	64.7
Mathematics	29.4
TOTAL	94.1



Regular Session—The percentage of aides who have some college training and one or more college degrees seems to have stabilized in the last two years. The 1977-78 percentage of high school graduates serving as aides is the highest in the last four years. The percentage of those with prior teaching experience appears to be decreasing, possibly because of the reduction of certified teachers in the job market.

USE OF TITLE I FUNDS FOR INSERVICE TRAINING OF TITLE I PERSONNEL DURING THE REGULAR SESSION (Duplicated Count)

	NUMBER OF TEACHERS	OTHER EDUCATORS	TEACHER AIDES	TOTAL COLLEGE CREDIT HOUR RECEIVED	APPROXIMATE COST
Attended College Classes	59	250	76	351	$ 14,613.34
Attended Local Classes for College Credit	143	171	330	992	36,180.35
Workshops of Five (5) or More Hours	2,786	1,210	1,586	19	193,534.19
Visits to Other Divisions and activities	179	61	57	0	9,309.03
Special Teacher Aide Instruction	49	34	191	0	10,241.00
Other Instruction	2,294	420	1,272	0	36,148.17
Total	5,510	2,146	3,512	1,362	$300,026.08

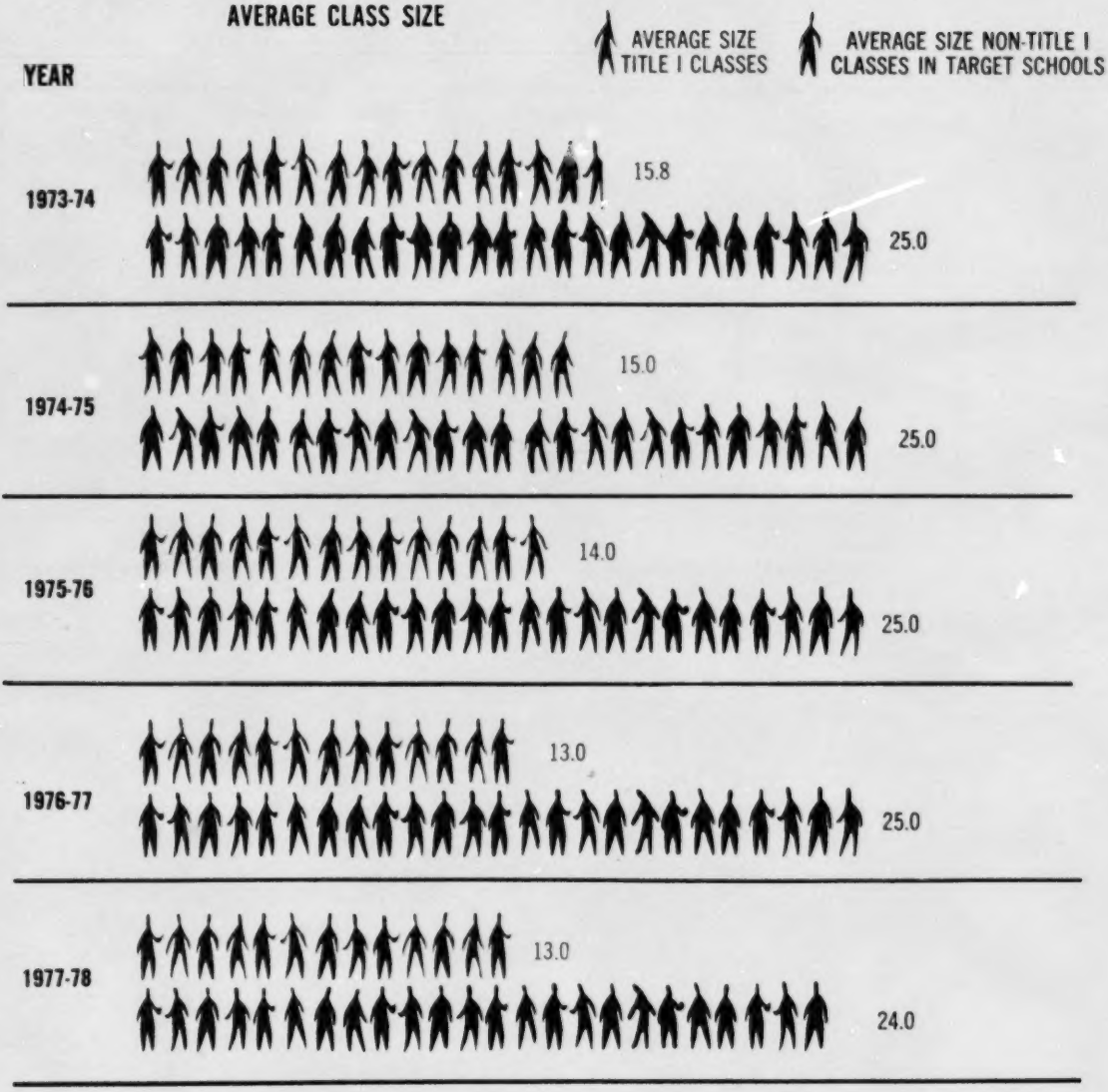
COMMENTS:

In 1977-78 the cost for in-service training during the regular session decreased about 6 percent from the figure for the previous year.

Summer Session

Number of Teachers and Professionals Trained	1,557—decrease of 16 percent from last year
Number of Teacher Aides Trained	800—decrease of 15 percent from last year
Approximate Cost of In-Service Training	$45,660.85—increase of about 3 percent over last year
TOTAL COST OF REGULAR AND SUMMER IN-SERVICE TRAINING	$345,686.93—decrease of about 5 percent from last year

AVERAGE CLASS SIZE



During the last five years, the average size of Title I classes has moved downward from 16 to 13, while the size for non-Title I classes has remained fairly stable.

FACTORS WHICH CONTRIBUTED MOST TO ACCOMPLISHING OBJECTIVES

Each LEA was asked to rank 15 factors that contributed to the accomplishment of its Title I objectives. Eight of these factors were ranked as shown in the table below. For four years, teacher aides and the availability of educational equipment have been considered the most significant factors in the success of the program followed closely by reduced class size and in-service training.

RANK BY YEAR

1974-75	1975-76	1976-77	1977-78	
1	1	2	1	Use of teacher aides
2	2	1	2	Use of more and better educational equipment and supplies
3	3	4	3	Reduced size of classes and teacher load
4	4	3	4	In-service training
5	5	6	6	Use of specialist and consultants
7	6	5	7	Parental support
6	7	7	5	Increased supervision
9	8	11	12	Assistance of Advisory Council

MOST PRESSING EDUCATIONAL PROBLEMS OF DEPRIVED CHILDREN

Title I programs are provided to educationally deprived children in the instructional areas of greatest need. LEAs were asked to rank the greatest problems among their students, eligible for Title I programs.

There is a very close correlation between the order of problems in this table and the amount of Title I funds spent and number of Title I students enrolled in related instructional activities.

RANK BY YEAR

1974-75	1975-76	1976-77	1977-78	
1	1	1	1	Inadequate reading development
2	2	2	3	Inadequate knowledge of mathematics
3	3	3	2	Inadequate command of language
4	4	5	5	Inadequate preschool experience
5	5	4	4	Inadequate cultural and social development
7	6	6	6	Poor health
6	7	7	7	Special handicaps

PUPIL, TEACHER, PARENT, AND COMMUNITY REACTION TO TITLE I
1977-78

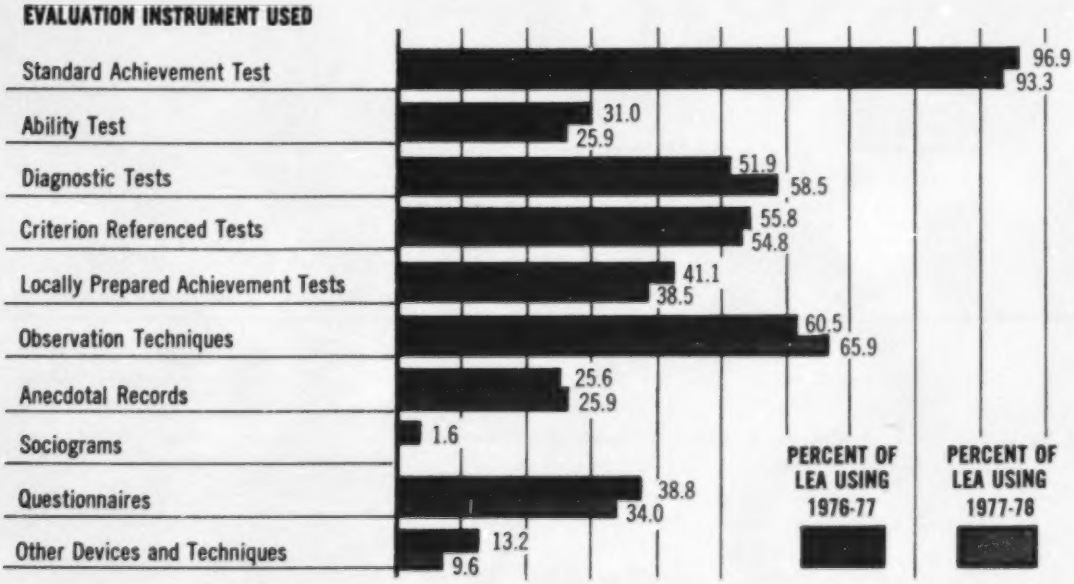
Areas of Title I	PERCENT OF PROJECTS REPORTING AS: Poor	Fair	Good	Very Good	Excellent
Student interest and participation in project			7.5	55.3	37.1
Student needs being met through project			11.3	53.7	34.8
Teacher aides contribution to the project		.8	5.7	21.4	71.9
Contribution of equipment procured through Title I			7.5	28.7	63.6
School faculty's attitude towards projects		1.5	19.0	57.2	22.1
Private school's attitude towards project involvement	16.12	22.5	16.1	29.0	16.1
Parents (low income) appreciation of project		5.3	24.2	44.6	25.7
Contribution to total education program		.7	7.5	46.2	45.4

This year the contribution of teacher aides received the highest rating of any of the eight areas of concern.

EVALUATION METHODS AND DEVICES USED

Each LEA conducting a Title I project is required to measure the achievement of Title I participants by some objective standard or norm.

Data listed below show trends in the use of evaluation instruments by LEAs during the past two years. There was a slight decrease in the use of criterion-referenced tests and a significant decrease in the use of standardized achievement tests and ability tests. There was a slight increase in the use of diagnostic tests.



Standardized, norm-referenced tests were given to approximately 45,100 Title I students enrolled in reading projects. No specific test was prescribed by the state educational agency. Test selection was left to the LEAs, and thus a number of different tests were used.

The three most frequently used tests the Metropolitan, California, and SRA were studied for a sampling of reading achievement among Title I students. Only students who were pretested and the post tested with the same standardized test were included in the analysis. The testing interval was approximately eight months. Pretests were given generally in September and post tests in May. Mean gains were determined by averaging the gains shown on these three tests.

The mean gain in months for 1977-78 is shown below:

Grade	Mean Gain in Months
2	10
3	9
4	9
5	9
*6	7
7	9
8	7
Mean gain for all grades in months	8

*Only results of California and SRA tests were validated.

Comparable data suggest that Title I students gain about six months in grade equivalent prior to their enrollment in Title I reading programs. Many variables are involved in the accelerated learning in reading; however it is significant that these Title I students gained nearly two additional months in grade equivalent than would have been expected had they not been enrolled in the Title I reading program.

Students enrolled in Title I mathematics programs were tested in the same manner as those in the reading programs. The same three tests were used and the results calculated in the same manner.

The mean gain in months is indicated below:

Grade	Mean Gain
2	11
3	11
4	11
5	11
6	11
7	11
*8	13
Mean gain for all grades in months	12

*Only results of two tests were available for this grade.

Comparable data suggest that these students would have been expected to gain about seven months in grade equivalent prior to enrollment in Title I math. Their mean gains as determined by the standardized tests indicate that they gained nearly five additional months in grade equivalent than would have been expected had they not been enrolled in the Title I mathematics program.

HOW SUCCESSFUL WAS TITLE I IN MEETING ESTABLISHED OBJECTIVES?

Performance objectives were established for each instructional activity during the 1977-78 school session. In addition, process objectives were established for administration, instructional, and support activities.

The accomplishment of these objectives as compared with last year's accomplishment follows:

PERFORMANCE OBJECTIVES

	1977	1978
Number of performance objectives established	1,544	1,224
*Percent of students meeting or exceeding the objectives	66.36	62.80

ADMINISTRATIVE PROCESS OBJECTIVES

Number of administrative objectives established	2,000	2,117
Number of administrative objectives accomplished	1,972	2,077
Percent of objectives accomplished	98.6	98.1

INSTRUCTIONAL PROCESS OBJECTIVES

Number of process objectives established	1,802	1,269
Number of process objectives implemented	1,501	1,042
Percent of process objectives implemented	83.3	82.1

SUPPORT PROCESS OBJECTIVES

Number of process objectives established	540	445
Number of process objectives implemented	525	435
Percent of process objectives implemented	97.2	97.7

*Performance objectives are usually stated in terms of what the average or mean of the group is expected to accomplish.

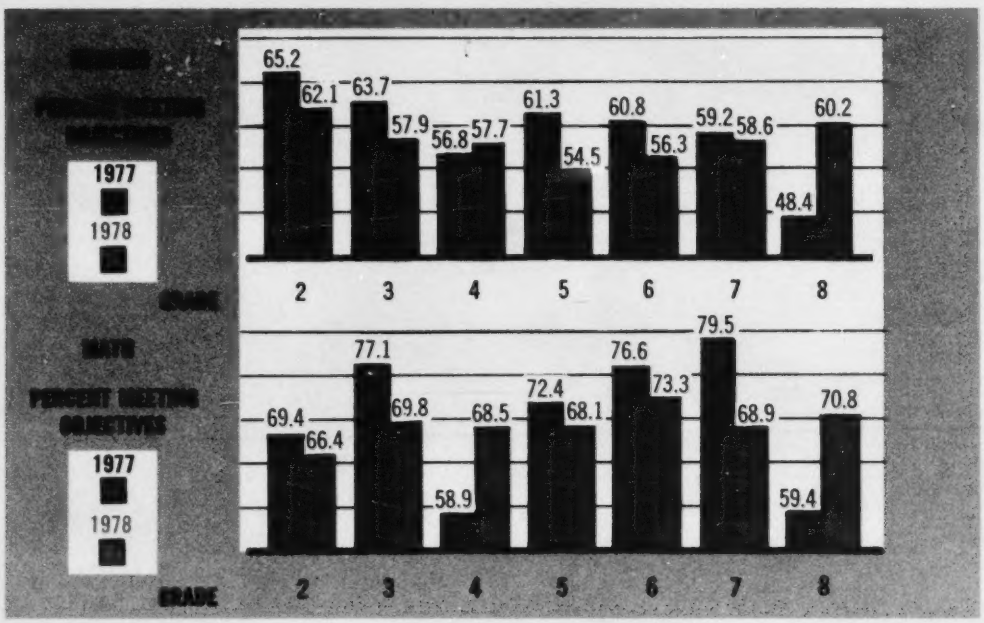
HOW SUCCESSFUL WAS TITLE I IN ACCOMPLISHMENT OF PERFORMANCE OBJECTIVES IN READING AND MATHEMATICS AS MEASURED BY STANDARDIZED TESTS?

To illustrate the type of performance objectives established, the following performance objective for mathematics has been selected as an example:

"Upon completion of the school year, the Title I third-grade students will average at least one month gain for each one month of instruction in the comprehension of arithmetic concepts as measured by the arithmetic concepts subtests of the Comprehensive Test of Basic Skills, Form Q level 1."

In most cases performance objectives have been stated in terms of what the average of the group is expected to accomplish. If normal distribution of scores exists, 50 percent of the individuals in the group will score below the mean and 50 percent above.

The chart below indicates, by grade level, the percent of students meeting or exceeding performance objectives as measured by standardized tests. Theoretically, in any grade recording 50 percent or more students meeting the objectives, the objectives have been met.



The percent of students meeting the objectives in reading appears to peak at the second-grade level. This justifies current policy that Title I funds be spent at the lower elementary levels. The percent of students meeting objectives in mathematics is greater than the percent in reading. In mathematics the higher percents were in the seventh and eighth grades.

HOW SUCCESSFUL WAS TITLE I AS DETERMINED SUBJECTIVELY BY THE LEAs?

Each LEA was asked to rate subjectively the success of its Title I programs. The responses were as follows:

	REGULAR SESSION PERCENT	SUMMER SESSION PERCENT
Extremely Successful	28.0	53.12
Successful	70.5	40.62
Unsuccessful	1.4	6.25

This rating was determined by the Title I coordinators, supervisors, and others monitoring the program throughout the school year. Factors considered in determining the degree of success included the achievement of process and performance objectives and observed pupil response to instruction.

ASSISTANCE TO LEAs FROM OTHER DIVISIONS OF THE DEPARTMENT OF EDUCATION

	1976-77	1977-78
Number of visits to LEAs with Title I projects	72	64
***Activities visited**		
Language arts, reading, etc.	26	25
Teacher aide training	4	2
Mathematics	17	11
In-service training	6	9
Other	6	11

*Includes only activities most frequently visited

The number of visits made by personnel in other divisions generally decreased this school year.

ACTIVITIES ORIGINALLY PROVIDED BY TITLE I NOW PROVIDED DIVISION WIDE 1977-78

Compensatory programs and services formerly provided by Title I and now provided division wide from other funds, are:

	Number of Divisions		Number of Divisions
Art	8	Attendance Services	10
Business Education	3	Guidance and Counseling	2
Cultural Enrichment	8	Curriculum Materials Center	4
Language Arts	1	Psychological Services	11
Reading	15	Library Services	9
Industrial Arts	3	Speech Therapy	18
Kindergarten	28	Special Education for Handicapped	21
Mathematics	6	Health Services	8
Music	13	Teacher Aides	21
Physical Education/Recreation	8	Food	4

Many school divisions have extended activities, originally established as Title I programs in target schools, to the whole school system. This extension attests to the success of the activities.

STATEWIDE IMPACT DATA

Statewide Achievement Data for Regular School Year and Yearlong Projects Related to Grade Level

Grade	N (summed statewide)	NCE* Gains x N (summed statewide)	Weighted Mean NCE Gain (Column 2 ÷ Column 1)
1	971	10,741.94	11.06
2	5,116	40,580.42	7.93
3	4,444	23,559.16	5.30
4	3,477	16,494.83	4.74
5	2,297	7,506.57	3.26
6	1,920	4,867.68	2.53
7	1,007	3,202.88	3.18
8	379	1,830.26	4.82
9	168	545.60	3.24
10	24	144.00	6.00
1	491	9,289.49	18.91
2	2,631	19,127.14	7.26
3	2,524	19,186.92	7.60
4	2,232	12,597.57	5.64
5	1,673	3,138.60	1.87
6	1,433	2,215.40	1.54
7	735	2,184.64	2.97
8	238	893.84	3.75
9	64	−.64	−.01
Column:	**1**	**2**	**3**

* Normal Curve Equivalent